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ABSTRACT

In 1996, Ohio's Terra Community College undertook a project to substantiate the need for a comprehensive orientation program and to develop such a program, including a pre-college session and a college orientation class. Information was gathered through a literature review, suggesting that orientation creates a bond between the student and the institution and helps enhance student retention and persistence to graduation. In addition, orientation needs assessment questionnaires were administered to 544 incoming students between May and September 1996, and 60 surveys were distributed to full-time faculty members, division chairs, and division directors in October. Survey results indicated the following: (1) 91% of students expressed a need for information on scheduling classes, 82 % on student services, and 79% on library services; (2) 77% said they would attend an optional orientation; (3) 64% wanted a general orientation only, while 35% wanted several short orientation sessions on specific topics; (4) of the 18 faculty, chairs, and directors who completed surveys, 16 supported participation in a pre-college seminar; and (5) 15 faculty members indicated that they would consider teaching an orientation class. Based on these findings, a two-facet orientation program was developed, providing a one-day, all-day pre-college orientation session and a quarter-long orientation seminar class. Contains 14 references. Appendixes provide the student survey instrument and sample agenda, promotional materials, and evaluation forms from the orientation program. (HAA)

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ED 401 949

AN ORIENTATION CURRICULUM FOR TERRA COMMUNITY COLLEGE

Practicum Project

Submitted to the Graduate School of
Heidelberg College, in partial fulfillment
of the requirements for the degree
Master of Arts in Education

by

Christine B. Kelly

December 2, 1996

JC 960 677

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Abstract

The purpose of this project is to substantiate the need for a comprehensive orientation program at Terra Community College and to develop a viable pre-college orientation and a college orientation class. Research on current trends in orientation indicates that orientation is an essential college experience that creates a bond between the student and the institution. In addition, orientation has been shown to enhance student retention and persistence to graduation. A needs assessment administered to incoming students and full-time faculty indicates support for a comprehensive orientation program at Terra Community College. Based on this needs assessment and the research findings, a one-day, all-day pre-college orientation program and a quarter long orientation seminar class have been developed to serve the needs of the college community. An evaluation will be implemented to test the efficacy of this program in terms of both student and institutional benefits.

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An Orientation Curriculum for Terra Community College

Introduction

Rationale

A 1994 American College Testing survey of 2,600 colleges revealed that one-third of all first-year college students did not return for their second year (Gose, 1995). Why? Although there are as many reasons for this lack of persistence as there are students (financial problems, academic deficiencies, family conflicts), a primary reason for student attrition is a failure to bond with the institution (Gose, 1995). Similarly, Murray and Apilado (1989) point to both social and academic integration as key factors in student retention. Because state subsidies for public institutions of higher education are dependent on full-time-enrollment figures (FTE's), state-supported colleges are beginning to focus on the area where retention begins--admissions and orientation. The tone for the student's entire college experience can be set by these initial contacts.

Terra Community College (TCC), a public, two-year institution in Fremont, Ohio, with a student population of 2,000+, is no different from other colleges nationwide in its concern about student recruitment and retention. TCC competes for students with twenty-eight other institutions in a forty-mile radius (D. Kayden, personal communication, June 30, 1996), and although the number of entering students

remains fairly consistent from year to year, the attrition rate has caused a dip in the FTEs for the past two years. Administrators at TCC are now looking for ways to boost FTEs, and since it is less costly to retain students than to recruit new students (Murray & Apilado, 1989), they are looking for an orientation process that, by developing institutional loyalty and enhancing academic success, will benefit both the institution and the students.

One of the biggest problems with orientation as it now exists at TCC is the lack of consistent leadership. Over the last seven years, three different counselors have been responsible for the orientation process, each with his or her own philosophy and methods. Because these counselors were and are in high demand for other student needs, orientation has, more often than not, been left in the hands of academic advisors hired for the summer. The result has been a "Who's in charge?" atmosphere. As a consequence of this, orientation has devolved in this seven year period from a two-hour pre-college orientation paired with a required, one-hour, quarter-long career exploration course, to a two-and-one-half hour pre-college orientation, to what it is today--a half-hour pre-college orientation sandwiched in between placement pre-testing and registration for classes. Perhaps it is not a coincidence that as orientation time has dwindled, so have FTE's. It is time for TCC to develop a standardized, institution-backed orientation program that can be analyzed for its effects on student persistence and

academic enhancement.

Purpose and Goals

The purpose of this research is to substantiate the need for and to develop a two-faceted orientation process that has institutional backing and benefits both the student and the institution.

The first facet is an all-day, all-campus pre-college orientation which will involve administration, faculty, staff, and students. The second facet is a for-credit, quarter-long college orientation seminar class which will be required for all new students.

Literature Review

In 1986, 2.8 million students began college. Of these students, 1.6 million left their first college, and 75% of those did not return to higher education (Cuseo, 1991). Moreover, according to Cuseo (1991), most of these students left because their experiences with the personnel and/or policies of the institution were less than satisfactory. Tinto (1987) supports this assertion by stating that "student retention is at least as much a function of institutional behavior as it is of student behavior" (p. 127). What institutional behavior, then, can help reverse these feelings of dissatisfaction and the resulting attrition?

> Probably the single most important move an institution can make to increase student persistence to graduation is to ensure that students receive the guidance they need at the beginning of the journey thru [sic] college

> to graduation . . . This guidance should begin well before the students arrive on campus and should continue as a formal course during the first term on campus.
>
> (Cuseo, 1991, p. 2)

Many institutions are heeding this advice. A report from the National Orientation Directors' Association indicated that 40% of responding institutions offer orientation courses for incoming students (Cuseo, 1991). Gose (1995) further reports that two-thirds of all colleges offer basic freshman seminar courses.

Many of these courses are modeled after the University of South Carolina's "University 101," an elective, three-credit-hour, pass/fail course for first semester freshmen. Developed in 1972, University 101's curriculum centers around library research methods, career and academic planning, reading and writing experiences, and group building experiences. Class size is limited to 20-25 students. In each of the fifteen years they were studied, University 101's students had a higher second-year return rate than students who had not participated. In addition, these 101 students made greater use of student support services, which was likely a factor in their satisfaction with the university (Shanley & Witten, 1990). According to Kuh (1991), student satisfaction is a direct result of students' feeling that they fit in, that they are part of an institution that cares about them and about their academic success. Students' close

interaction with and attention from their instructors in these purposefully small classes augments these feelings of familiarity and belonging (Chapman & Reed, 1987).

The bottom line is that 80% of students at the University of South Carolina who take University 101 return the following year as opposed to the 75% of non-participants who return (Gose, 1995). The academic and social involvement that such courses foster has been positively correlated with retention and academic success (Fullerton & Hays, 1993). For those concerned with student satisfaction and retention--and most colleges are concerned in this era of fierce competition for students--the development and implementation of a comprehensive, student-centered orientation program is one way to ensure that the institution is doing its best in this all-important venue.

Method

Needs Assessment

Between May and September of 1996, 544 incoming students completed surveys (see Appendix A) indicating their orientation needs. These students ranged in age from sixteen to sixty, were both full-time and part-time students, and were, for the most part, degree-seeking or transfer-out students. The results of this survey are shown in Table 1.

In October of 1996, 60 surveys were distributed to full-time faculty members, division chairs, and division directors (see Appendix B). Eighteen surveys were returned. Of those, sixteen supported the pre-college orientation,

seventeen supported the college seminar class, two respondents indicated that they were not faculty but, nevertheless, supported the idea, and one respondent stated "probably" to both programs but wanted more information. The results of this survey are found in Table 2.

The results of these surveys, primarily the student survey, establish the need and desire for a comprehensive orientation program at TCC.

TABLE 1

Percentage of students who want information about: (n=544)	
Student Activities	65%
Academic Policies	73%
Who's Who	62%
Campus Tour	71%
Library	79%
Parking	74%
Financial Aid	74%
Transfer	73%
Bookstore	75%
Student Services	82%
Scheduling Classes	91%
Other Concerns	.6%
Students who want testing and orientation combined in one half-day session	59%
Students who want orientation separate from testing	40%
No preference	1%
Students who want a general orientation only	64%
Students who want several short orientation sessions on specific topics	35%
No preference	1%
Students who would attend an optional orientation	77%
Students who would consider registering for an orientation seminar class	57%

TABLE 2

Results of faculty/administration orientation survey: (n=18)

Support for and participation in pre-college seminar:

YES-16 NO-0 PROBABLY-1 N/A-1

Support for and consider teaching orientation class:

YES-15 NO-0 PROBABLY-1 N/A-1

Additional orientation needs listed by faculty:
Special needs; disabilities
Peer tutoring; math and writing labs
Distance learning
Assignment of advisors
How to change a major
Class prerequisites--why?
DISCOVER
Explanation of ASSET testing
Study skills
Records
Pictures to go with Who's Who
Withdrawal from college and percentage of fees returned
Meetings to introduce faculty
How to use the college catalog
Counseling services
Ohiolink and Internet
First day classroom changes

Additional Comments:

"I think this is a great idea."

"I think this is a good idea. Especially the idea of one credit hour class."

"I already do a six hour orientation for new students fall quarter."

"I would teach it only if it were mandatory."

"The information presented to new students would also benefit new faculty who are likely to have many of the same questions."

Model for Developing the Curriculum

Pre-college. The first step in the college orientation process is the pre-college orientation. Upcraft and Farnsworth (1984) offer seven points for consideration when developing such a program:

1. Orientation must be a sustained and coordinated effort.
2. Orientation must have the support and involvement of the entire campus community.
3. Orientation must be based on sound concepts of student development.
4. Orientation must use a wide variety of interventions.
5. Orientation must be appropriately timed and sequenced.
6. Orientation must be evaluated.
7. Orientation must be coordinated by a central office or person. (pp. 29-30)

Based on this model, some of what currently constitutes TCC's orientation is viable and should be retained. For example, after much volleying back and forth between Admissions and Student Services concerning which is responsible for orientation, it has landed in Student Services' court and will be coordinated by that office (point 7). In addition, orientation coordinators are careful not to overwhelm students with more information than they

need at one time. Each student is provided with a folder of informational handouts concerning financial aid, tutoring and remedial classes, scheduling, and other general information to make the first few days on campus less confusing. This folder should remain a part of the program and probably be added to (point 5). Beyond these two points, however, much work remains to be done.

Fullerton and Hays (1993) have developed a model pre-college orientation at East Central College (ECC), a community college of 3,000 students in Union, Missouri. ECC has an all-campus orientation day which takes place the day before fall classes begin. The day begins with a general session at which key administrative staff, including the president, welcome the students and explain the day's agenda. The importance of administration's attending this event is paramount because it sends the message that students are valued by the highest-ranking members of the college community (Hazzard, 1993; Kuh, 1991).

Students next meet with their faculty advisors in small groups. This gives students the opportunity to meet the faculty, interact with other students, and to ask major-specific questions. The faculty advisors facilitate ice-breaking activities, describe job opportunities, and discuss academic requirements.

This is followed by break-out sessions, led by faculty and staff, on topics such as financial aid, stress management, goal-setting, etc. Each session runs for one-

half hour and is repeated twice. Students attend the sessions they have pre-registered for at the pre-testing and registration sessions that have been offered throughout the summer.

At the conclusion of the last session, a picnic lunch is followed by games and door prizes (ECC t-shirts.) After lunch, students once again meet with their faculty advisors who answer questions, distribute and collect an orientation evaluation, and give an optional tour of the campus.

A program such as this one could work at TCC. First of all, all faculty and staff are required to be on campus on the day before classes begin. Having orientation on that day would eliminate the problem of trying to get vacationing faculty and staff on campus for orientations offered in conjunction with the many testing and advising sessions throughout the summer. Having the faculty and staff together on the one day specifically designated to ease the students into what is, for many of them, a frightening situation, sends a powerful message.

Second, students are more likely to attend an all-campus orientation on the day before classes begin, especially if it were counted as the first session of the orientation seminar (to be discussed later). TCC has the same problem that many community colleges have--a diverse population with many personal distractions and responsibilities (Fullerton & Hays, 1993; Hazzard, 1993). It is often difficult to get attendance at optional but useful functions. This method of

closely juxtaposing orientation with the beginning of the academic year could remedy that problem.

Third, the faculty and staff at TCC are well-equipped to offer the small sessions on special interest topics. Similar sessions have been offered for various reasons in the past and have been well-received by students.

Finally, the lunch, games, and prizes portion of the orientation day would provide for early student-faculty interaction in a non-threatening arena, a practice recommended in the retention literature (Cuseo, 1991). TCC, with its acres of undeveloped land, is certainly well-suited for such an endeavor. The lunch--a simple picnic of hot dogs, chips, and soda--could be served outside. The large Student Activities Center auditorium could be used in inclement weather. The Student Activities Center could coordinate the games, and the prizes could come from the TCC book store. Although administrators may balk at the initial cost, they should be reminded that the increase in student retention should, in the long run, offset the expenditure (Cuseo, 1991).

The adoption and implementation of a pre-college orientation such as the one proposed above, if done well, could only promote student satisfaction and loyalty at TCC since the one it replaces is virtually nonexistent.

College Seminar. While the pre-college orientation is important in integrating students into college life, the orientation seminar promotes an even higher level of

involvement (Cuseo, 1991). According to Kuh (1991), the development of a college seminar must begin with a vision shared by the college community--What is the institutional mission? Who are the students, and what do they need? What is expected of the students? How are they best served?

The average student at TCC is twenty-nine years old. All students are commuter students; most have jobs, and many are heads-of-households. Because of an open-admission policy, some of TCC's students are academically deficient. Many of them are frightened by the anticipated workload, by the acronyms and catch-phrases bandied about by veteran staff and students, and by the word "college," a place most of them never dreamed they'd find themselves. The implementation of a college seminar course could do much to allay their fears and smooth their transition. Toscano (1985) believes that a successful orientation program can do this by including the following components: 1) concern for the student, 2) interaction with the faculty, 3) an emphasis on academics, 4) small-group settings, 5) carefully prepared and presented information, and 6) a recognition of stress in students. To provide this type of setting, an extensively researched orientation seminar model by Cuseo (1991) could be adapted to TCC's specific needs. His model discusses class duration, credit vs. non-credit, instructors, and course content.

Cuseo (1991) believes that orientation seminars should be a full quarter/semester long and should be required for all new students. The full semester allows enough time to

cover important information, enables students to get immediate answers to questions as they arise, and allows students and instructor to become well-acquainted, providing a figurative harbor in the sometimes stormy seas of Academe.

Should the course be offered for credit? The current research states:

> The answer is a simple "yes." Without such official recognition by the institution, neither the students nor the instructor can maintain the levels of motivation and interest necessary for the course to achieve its intended outcomes . . . Academic credit is a necessity for the ultimate institutionalization of these courses because credit is the grand legitimizer in American higher education. (Cuseo, 1991, p. 5)

Credit also keeps the course from being perceived as remedial, since most remedial classes are graded pass/fail (Nelson, 1987). The course at TCC should be offered for a letter grade. A by-product of this is that students should, if they fully participate, have an early, successful academic experience, providing important positive feedback in the student/institution bonding process.

The instructors for the college orientation seminar should be faculty, the best and most student-oriented available (Cuseo, 1991). This runs contrary to the traditional practice of saving the best teachers for the higher-level classes and playing "catch-as-catch-can" with the lowly freshmen. However, the early exposure of incoming

students to enthusiastic, high-quality, student-centered educators makes sense. Students then experience up front that learning can be exciting, interesting, and pleasurable. This should certainly keep them coming back for more.

At TCC, instructors for college orientation, in the many forms it has existed, have been college student personnel, namely advisors, counselors, and externs. Ideally, however, the instructors should be current faculty members, each teaching a section of 20-25 students assigned to him or her for academic advising. This would require the cooperation of the entire faculty, a formidable task. As a more likely option, volunteers from the faculty could be recruited and trained; their ranks could be augmented by Student Services personnel. Special orientation seminar sections could be designated for special populations, such as transfer students and displaced workers.

The content of the college orientation seminar is the final component addressed by Cuseo (1991). He suggests the following areas be included:

1. Expectations, meaning, and value of higher education
2. Self-concept and self-esteem
3. Problem-solving and decision-making
4. Goal-setting and motivation
5. Learning skills and strategies
6. Self-management--time, stress
7. Interpersonal relations. (pp. 11-20)

He also stresses the importance of introducing students

to key support staff and of encouraging students' use of these resources. Nelson (1987) lists some additional, more specific activities to include in the orientation seminar:

1. Interpersonal ice-breakers
2. Oral presentations
3. Common freshman problems
4. Preparing for research
5. Faculty/administration interviews. (p. 57)

In assessing the needs of TCC students, faculty have suggested sessions on computer literacy, library skills, the Internet, and academic procedures and policies.

The Curriculum

Pre-college Orientation

The pre-college orientation should be scheduled on the day before fall quarter classes begin. There will be two sessions: 9:00 a. m.-1:30 p. m. for day students and 5:00-9:30 p. m. for evening students. Preparation for the program will begin in May and continue through September, with the first step taking place during the ASSET placement testing sessions. Each new student will be given a form to complete (see Appendix C) and a postcard to self-address (see Appendix D). Based on the information students provide, they will be assigned to an advisor and to two orientation mini-sessions. In August, the postcards will be mailed to students as a reminder of the scheduled orientation, of the sessions they have been assigned to, and of where to report.

On the day of orientation, students will report to the Student Activities Center at 9:00 a. m. Each student will be given an agenda (see Appendix E), a name tag, and a folder containing information about the college. From 9:00-9:30, there will be a general welcome address by the president and the introduction of key college personnel and full-time faculty. From 9:45-10:45, students will meet with their advisors for a general orientation and get-acquainted session. To make this process flow more smoothly, members of the Student Senate and non-faculty personnel will be posted as guides throughout the buildings. In addition, there will be master lists of advisor/room assignments to assist those who have forgotten to bring this information. During the hour with their advisors, students will get to know their advisors and will go over the general college information found in the orientation folders--quarter calendar, academic policies, library information, bookstore, parking, etc. From 11:00-11:30, students will attend one of eight orientation mini-sessions; they will attend a second session from 11:45-12:15. Tentative sessions are:

Get the Credit You Deserve --for transfer students

Turn On and Learn --a very basic introduction to computers for those with no computer experience

Get Involved! --an overview of student activities including clubs, teams, exercise facilities, student government

But I Haven't Cracked a Textbook in ? Years --special

concerns of the adult student

Dollars for Scholars --financial aid information

HELP! --information on counseling services, advising, job placement

You Can Succeed in College --students with learning disabilities and/or special needs

How Do I Get There from Here? --a tour of buildings with emphasis on locating specific classrooms if students have schedules with them

From 12:30-1:30, there will be a picnic lunch, catered by AVI, under tents on the north campus outside of the Student Activities Center. During this time, there will be drawings for TCC prizes--T-shirts, book store gift certificates, free activity classes, cafeteria vouchers, notebooks, etc.--and informal questions and answers among faculty and students. Finally, orientation evaluations will be distributed to and collected from students at the conclusion of the pre-college orientation (see Appendix F).

During the evening session, which runs from 5:00-9:30, the lunch will be move to the beginning of the orientation program to accommodate students who arrive directly from work (see Appendix G).

The College Orientation Class

The college orientation class (GEN 100) will meet for one hour, once a week. It will be mandatory for all students, who will receive a letter grade and one hour of credit. Instructors for the class will be the students'

faculty advisors as assigned at pre-college orientation. The best times to offer these classes is from 12:00 p. m.-1:00 p. m. and 5:00 p. m.-6:00 p. m. since these times traditionally are open between morning and afternoon classes and afternoon and evening classes.

Part of the curriculum will be standard for all GEN 100 classes. This is based on the belief that there is certain information that will benefit all students. One class session during the eleven-week quarter will be devoted to each of the following:

1) Introductions--Instructors will use ice-breaker activities to foster feelings of familiarity and unity among the students. The goal is to increase the comfort level of students when dealing with faculty and their fellow students. The activities used can be drawn from the instructors' personal files or will be available from the counseling office.
2) Library Skills--This session will be held in the library. Instructors who feel they are not proficient in library skills can schedule with one of the librarians or library aides to conduct the session. In addition, a library exercise has been developed by the English faculty, and this is available in the counseling office. During this session, students should become familiar with the layout of the library, borrowing policies,

microfiche files and readers, Ohiolink, and InfoTrac.

4) This class session will take place in one of the computer labs. The instructors will conduct a very basic introduction to computers including on/off, formatting a disk, word processing, saving, printing, and exiting the computer. Instructors who are not computer proficient can ask computer personnel to conduct this class.

Although these four sessions should be held during the first four weeks of the quarter, sessions two, three, and four can be interchanged in order to avoid jam-ups in the library and the computer labs.

Sessions five through ten can be conducted in one of two ways. For those instructors who want a structured class, a program, Becoming a Master Student (1994), is available. This program has a student text and an extensive instructor's guide which includes many activities and assignments. Suggested chapters from which to choose cover diversity, time management, stress management, goal setting, note-taking, test-taking, reading, and thinking skills.

Instructors who desire more flexibility and who want to cover other topics that they believe are important for students in their specific technologies are encouraged to do so and will not be required to use the text. They can develop their own sessions using some of the above topics as well as their own, and they can use TCC's Student Success

Techniques (1992), available in the counseling office, as a resource. Some other suggested session topics are familiarizing students with support services, career exploration, and group academic advising.

Evaluation Design

Any orientation program should be evaluated in terms of both institutional and student satisfaction and effectiveness. This can be tracked by two methods.

First, a student survey should be distributed and collected at the pre-college session and at the conclusion of the college orientation seminar. Questions about the orientation process and content could be rated by students on a Likert scale (very satisfied-very dissatisfied.) In addition, open-ended questions could solicit suggestions for improvements and additions (see Appendix F). The results will be tabulated, studied, and used to adjust and improve the process.

Second, students should be tracked for retention from first quarter to second quarter and for persistence to degree. This study should compare participants in the college orientation seminar with non-participants if the course is optional. It should compare participants with non-participants from pre-seminar populations if the course is mandatory. Either way, the study should continue over several years since many of TCC's students are enrolled part-time.

Summary

College orientation has been shown to be an effective method for fostering institutional loyalty in students and in increasing student retention. The proposed pre-college orientation, with the support of administration and faculty, could be implemented as early as fall of 1997. The benefits of this orientation will be two fold. First of all, the entire college community will be working together to serve those for whom they exist--the students. Secondly, it is hoped that when students arrive for their classes on the day following their orientation, they will be more comfortable in their new surroundings, will be acquainted with at least one faculty member, and will have at least a perfunctory acquaintance with several other students in their technologies.

As the mission of the college is to prepare students for successful careers, the goal of the college seminar class is to prepare students for a successful college experience. While logistically more difficult to implement than the pre-college orientation, the college seminar class too can succeed with the cooperation of administration, faculty, and staff. Its long term benefits will be realized in students who are better prepared to face the challenges that college presents and more likely to cross the stage with diploma in hand.

STUDENT ORIENTATION SURVEY

What would **you** like to know about Terra Community College prior to attending classes? We think we have a pretty good idea, but we're always looking for ways to improve. What type of information are you most interested in and how do you want that information delivered? Please take a few minutes to fill out this survey to help us best serve your needs.

***What kind of information would you like to receive in a pre-college orientation program?**

YES **NO** Student activities (clubs, teams, organizations)

YES **NO** Academic policies (Dean's list, drop/add, probation, etc.)

YES **NO** Who's who? (department heads, directors, chairs, etc.)

YES **NO** Campus tour

YES **NO** Library information

YES **NO** Parking

YES **NO** Financial Aid

YES **NO** Transfer of classes to other colleges

YES **NO** Bookstore

YES **NO** Student Services (job placement, resumes, career counseling, advising)

YES **NO** Scheduling classes

YES **NO** Other (please list)_____

***Choose one of the following**: Would you prefer

_____orientation and testing to be completed in one half-day session

or

_____to attend orientation at a time separate from testing?

***Choose one of the following**: Would you prefer

_____one general orientation session that covers many topics

or

_____several short sessions on specific topics from which to choose?

***YES** **NO** If orientation were offered separately from testing and were optional, would you attend?

***YES** **NO** Would you consider registering for a one-credit hour (would meet for one hour once a week) college transition class that would cover areas such as time management, transitional issues for non-traditional students, stress management, goal-setting, familiarization with campus resources--library, career services, computer labs, etc.?

PLEASE HELP!

It won't cost any money, and it won't take much time.

For my master's practicum, I am developing an orientation program for Terra. Over the summer, I surveyed 544 incoming students about information they would like to receive in a pre-college orientation. (See survey on the other side.) In responding to questions about pre-college orientation, 77% of the students surveyed indicated they would attend an orientation program, even if it were optional. In addition, 57% indicated they would consider enrolling in an orientation class if it were offered. Now that I have assessed students needs, I would like information about faculty needs and attitudes concerning student orientation. Would you please take a few minutes to complete this survey and return it to my mailbox in GTB by October 11? **THANK YOU!**

Chris Kelly

1. Is there any information other than that listed on the student survey that you think students need to receive at a pre-college orientation? Please list.

2. YES NO Would you support and participate in a one-day pre-college orientation held the day before fall quarter classes begin?

3. YES NO Would you support and/or consider teaching a one-hour, for credit orientation course for 20-25 students in your technology? These students would be your advisees for the duration of their college careers at Terra. The orientation class would have a core curriculum (study skills, time management, stress management, goal-setting, for example) with room for improvisation as your style and needs require. You definitely would acquaint your students with career opportunities in your field of expertise. Because student/faculty interaction is a big factor in student retention, classes such as these help to bond students to the institution, thus improving retention.

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Orientation 1997

Dear Student:

Welcome to Terra Community College!

College orientation plays a big role in preparing you to get the most out of your college experience. This year we are offering two orientation sessions, one day and one evening. At that time, you will meet your faculty advisor and other students in your program, as well as become acquainted with the college and its personnel and procedures. Please provide the following information so that we can assign you to the appropriate faculty advisor and to the orientation sessions of your choice. Thank you, and we look forward to seeing you at orientation.

Name:_____

Current address:_____

_____

_____

Social Security #:_____

Major:_____

(Please be specific. If you are a transfer student, indicate your future degree plans. If you are undecided, indicate your strongest area of interest.)

Orientation time preference (Check one):

_____Monday, September 8, 1996, 9:00 a. m. to 1:30 p. m.

_____Monday, September 8, 1996, 5:00 p. m. to 9:30 p.m.

(Continued on the other side)

Please choose three of the following orientation sessions in order of preference (1, 2, 3.) Every effort will be made to give you your first two choices.

_____**Get the Credit You Deserve**--Transferring credit to other colleges; AA and AS degrees; transfer module

_____**Dollars for Scholars**--Financial aid

_____**How Do I Get There from Here?**--Bring your schedule and take a tour of the campus to find your classrooms.

_____**You Can Succeed at College**--Learning Disabilities and other special needs

_____**Turn On and Learn**--Very basic computer fundamentals (start up, typing, saving, printing)

_____**Get Involved!**--Student activities (clubs, organizations, exercise facilities and classes)

_____**I Haven't Cracked a Textbook in ___?____Years!**--Concerns of the adult learner

_____**HELP!**--Student Services (Counseling, job placement, advising, interviewing)

Terra Community College
2830 Napoleon Road
Fremont, OH 43420

Ima Student
123 Main Street
Fremont, OH 43420

DON'T FORGET

ORIENTATION

AT

TERRA COMMUNITY COLLEGE

Report to the Student Activities Center at

9:00 a.m.

Monday, September 8, 1997

Your faculty advisor is: Kathleen McCabe—A203

Session I: Get the Credit You Deserve--B101

Session II: Dollars for Scholars—E211

See you there!

Appendix E

Sample Agenda for Pre-college Orientation
Day Session

9:00-9:30	Welcome in Student Activities Center Introduction of key personnel and full-time faculty
9:45-10:45	Students meet with advisors for general orientation
11:00-11:30	Session I
11:45-12:15	Session II
12:15-1:30	Lunch--Outside north of Student Activities Center Student Evaluation

Student Orientation Evaluation

Dear Student:

We hope that you enjoyed today's orientation and that the information you received will enhance your experiences at Terra. Please take a few minutes to complete the following survey so that we can continue to provide an orientation that will benefit all of our students.

Thank you.

(1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied)

1 2 3 4 5 1. Please rate your overall satisfaction with today's orientation program.

2. Please rate your satisfaction with the following:

1 2 3 4 5 a. Welcome and introductions

1 2 3 4 5 b. General orientation with advisor

1 2 3 4 5 c. Session I_____
(please list session name)

1 2 3 4 5 d. Session II_____
(please list session name)

1 2 3 4 5 e. Lunch

1 2 3 4 5 f. Signs directing you to various buildings and activities

1 2 3 4 5 g. Helpfulness of faculty and staff in giving directions and answering questions

3. What did you like best about orientation?

4. What did you like least about orientation?

5. What is your major?_____

6. Do you have any suggestions to improve future orientations? Please list. (Use the back if necessary.)

Appendix G

Sample Agenda for Pre-college Orientation
Evening Session

5:00-5:45	Lunch--Outside north of Student Activities Center
6:00-6:30	Welcome in Student Activities Center Introduction of key personnel and full-time faculty
6:45-7:45	Students meet with advisors for general orientation
8:00-8:30	Session I
8:45-9:15	Session II
9:15-9:30	Student Evaluation

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TERRA
Community
College
2830 Napoleon Rd.
Fremont, Ohio
43420-9670
419-334-8400

November 6, 1996

Ms. Christine Kelly
1732 Bark Lane Drive
Fremont, OH 43420

Dear Chris,

This is to verify that I have given you permission to use the name "Terra Community College" in your practicum project.

Sincerely,

Charlotte J. Lee

Charlotte J. Lee
President

pz